



San Antonio Independent
School District

Partners Program

Rethinking the Way We
Do School
for
Overage 8th Graders



San Antonio Independent
School District



Standing on the X



San Antonio Independent
School District

SAN ANTONIO ISD

MISSION



To graduate all of our students
and prepare them for success
in higher education.

SAN ANTONIO ISD VISION



Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

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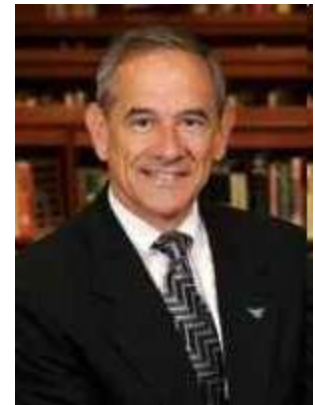
CORE VALUES



- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

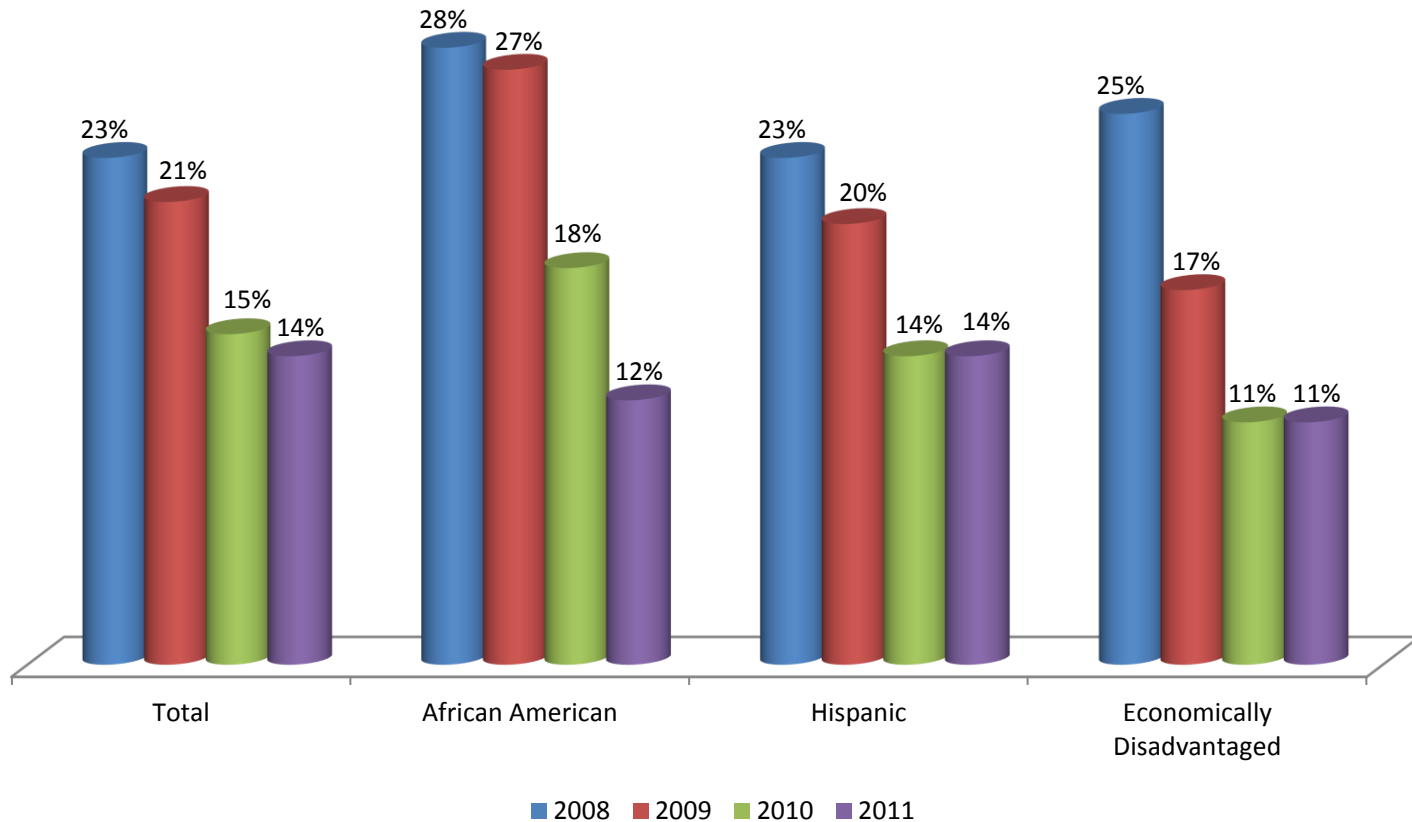
What do we do when our students don't graduate?

Adopted from Rick DuFour



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DROPOUT RATE



REACH, AIM & SOAR



Over-Age Students by Campus

(15 – 16 year olds)



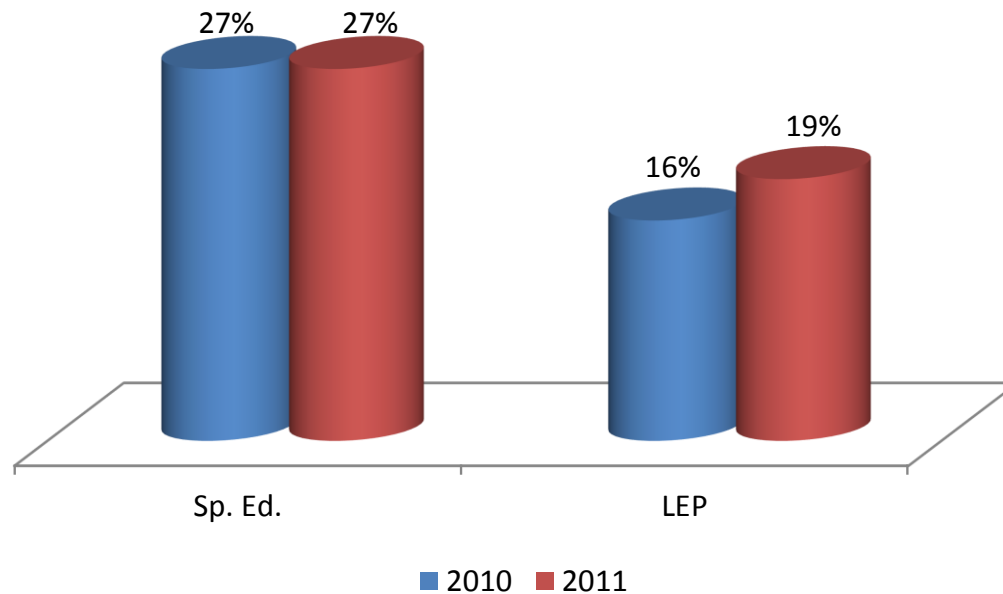
2009 – 2010	#	%
Irving MS	91	10%
Twain MS	66	9%
Tafolla MS	55	6%
Longfellow MS	60	6%
Connell MS	66	9%
Harris MS	53	7%
Lowell MS	36	8%
Rhodes	45	6%
Rogers MS	40	6%
Poe MS	36	5%
Page MS	41	8%
Wheatley MS	35	9%
Whittier MS	35	4%
Davis MS	44	6%

Total number of over-age (15 – 16) year old students as of September 2009 = 703

2010 – 2011	#	%
Irving MS	60	6%
Twain MS	31	4%
Tafolla MS	56	6%
Longfellow MS	49	5%
Connell MS	63	8%
Harris MS	39	5%
Lowell MS	30	6%
Rhodes	40	5%
Rogers MS	44	7%
Poe MS	46	6%
Page MS	37	8%
Wheatley MS	38	9%
Whittier MS	40	4%
Davis MS	42	6%

Total number of over-age (15 – 16) year old students as of September 2010 = 615

Special Program Identification of Over-aged Students



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MIDDLE SCHOOL PARTNERS PROGRAM



Course Acceleration and High School Credit

An accelerated program which allows students to master necessary curriculum and to move on to high school

SAISD Middle School Partners Initiative



- Goal: Preventing dropouts, re-engaging students and supporting on time graduation for overage middle school students ages 15 and 16.
- Timeline: January 25th – July 2nd 2010 then 2010-11 SY
- Scope:
 - Twain and Irving Middle Schools then all middle schools
 - 25 students per campus
- Instructional Strategies:
 - Students receive direct instruction in core subjects
 - Earn high school credits through online instruction

CRITERIA FOR SELECTION



- Overage 15 -16 years of age
- Retained one or more years
- Previously failed core courses
- Previously failed TAKS (State Exam)
- Average school attendance
- Desire to attend Partners Program
- Willing to accept the increased academic work

SAISD Middle School Partners Initiative



I understand the saying, “UNTO WHOM MUCH IS
GIVEN, MUCH IS EXPECTED.”

I want to succeed and I understand I must take
individual responsibility for my own success.

I understand that in order to give fair consideration to
my involvement with the program, I must commit to
remaining enrolled in the SAISD Partners Program
for this school year and that I will be allowed to
remain in the program only if I meet the student
responsibilities outlined above.

PROGRAM CONTRACT



I understand that my participation in the SAISD Partners Program depends upon my hard work and appropriate behavior.

I understand that completing the SAISD Partners Program is an opportunity for me to be promoted to high school at the beginning of the next year.

I understand that I will be required to attend class daily and work all period until all assignments have been completed.

I understand that I will complete some of my courses through e2020, an online, web-based computer program which includes attending 6 weeks summer Partners Program.

PROGRAM CONTRACT

(continued)



I understand that I will abide by the Acceptable Use Policy for appropriate computer use specified in the Student Handbook Code of Conduct. I will return a signed acknowledgement of receipt to my campus representative.

I understand that I must successfully complete course modules within the timeline specified by the teacher.

I understand that I may work on e2020 from home, but that all tests must be completed at school under the supervision of the e2020 CARE Academy teacher.

I understand that all rules and consequences of the SAISD Code of Conduct will apply to me in the SAISD Partners Program.

PROGRAM CONTRACT

(continued)

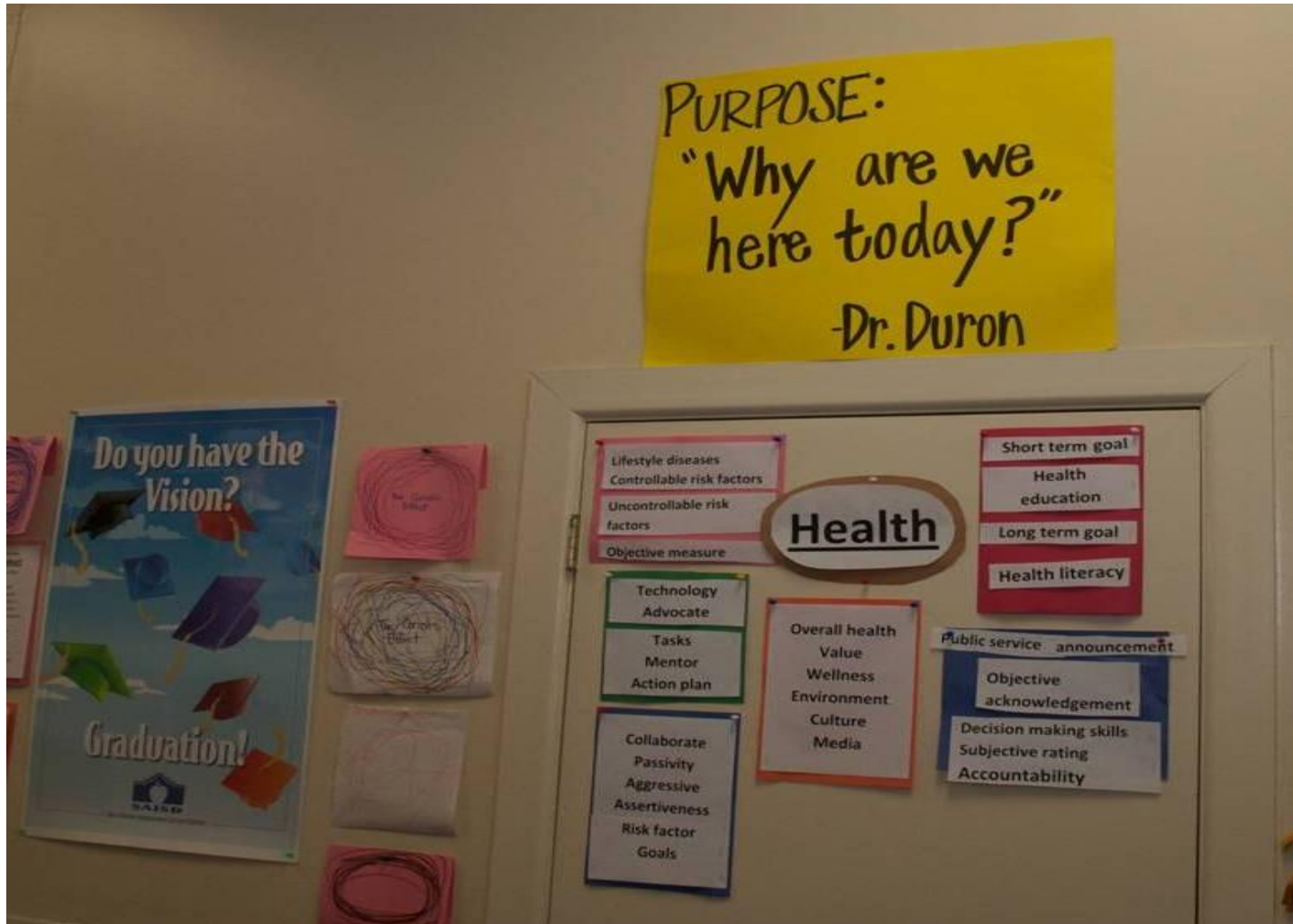


I understand that I may be removed from the SAISD Partners Program if I am excessively absent or if I am placed at the Alternative Learning Center.

I understand that removal from the class will revoke my access to the e2020 program. I will have to retake the class(es) during the regular school year or during summer school.

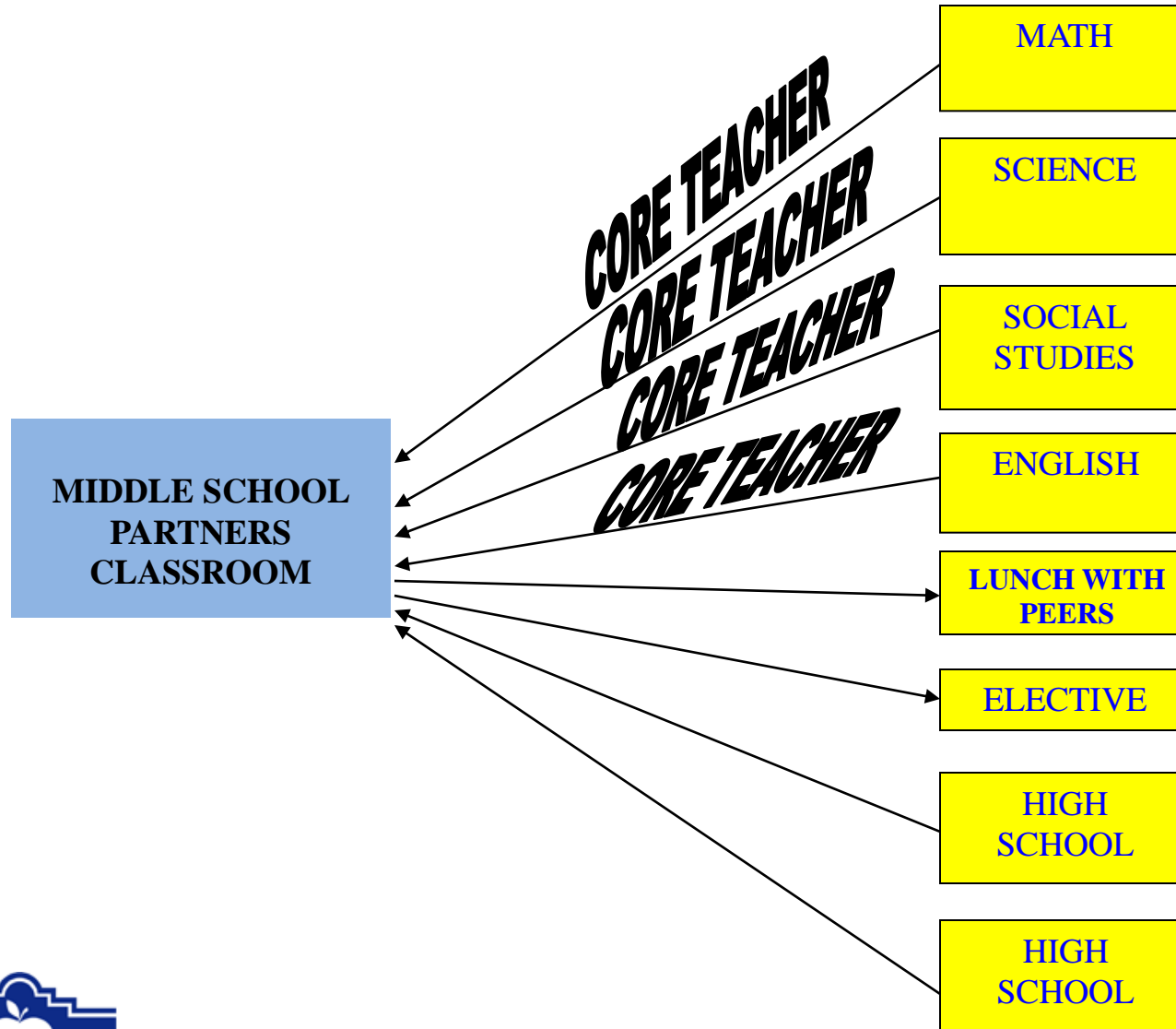
I understand that school personnel and my parents will meet prior to the beginning of the next school year to evaluate progress and to determine grade placement.

I understand that if I am promoted to the 10th grade, I will be enrolled in extra support classes for math and/or reading such as Algebra Lab and/or Read 180, as appropriate.





PARTNERS INSTRUCTIONAL MODEL



HIGH SCHOOL
COURSES
REQUIRE
BACK TO
BACK
PERIODS

DAILY PARTNERS SCHEDULE OPTION



- 1st period core
- 2nd period core
- 3rd period core
- 4th period core
- Lunch with peers
- 5th period elective
- 6th period high school on-line courses
- 7th period high school on-line courses

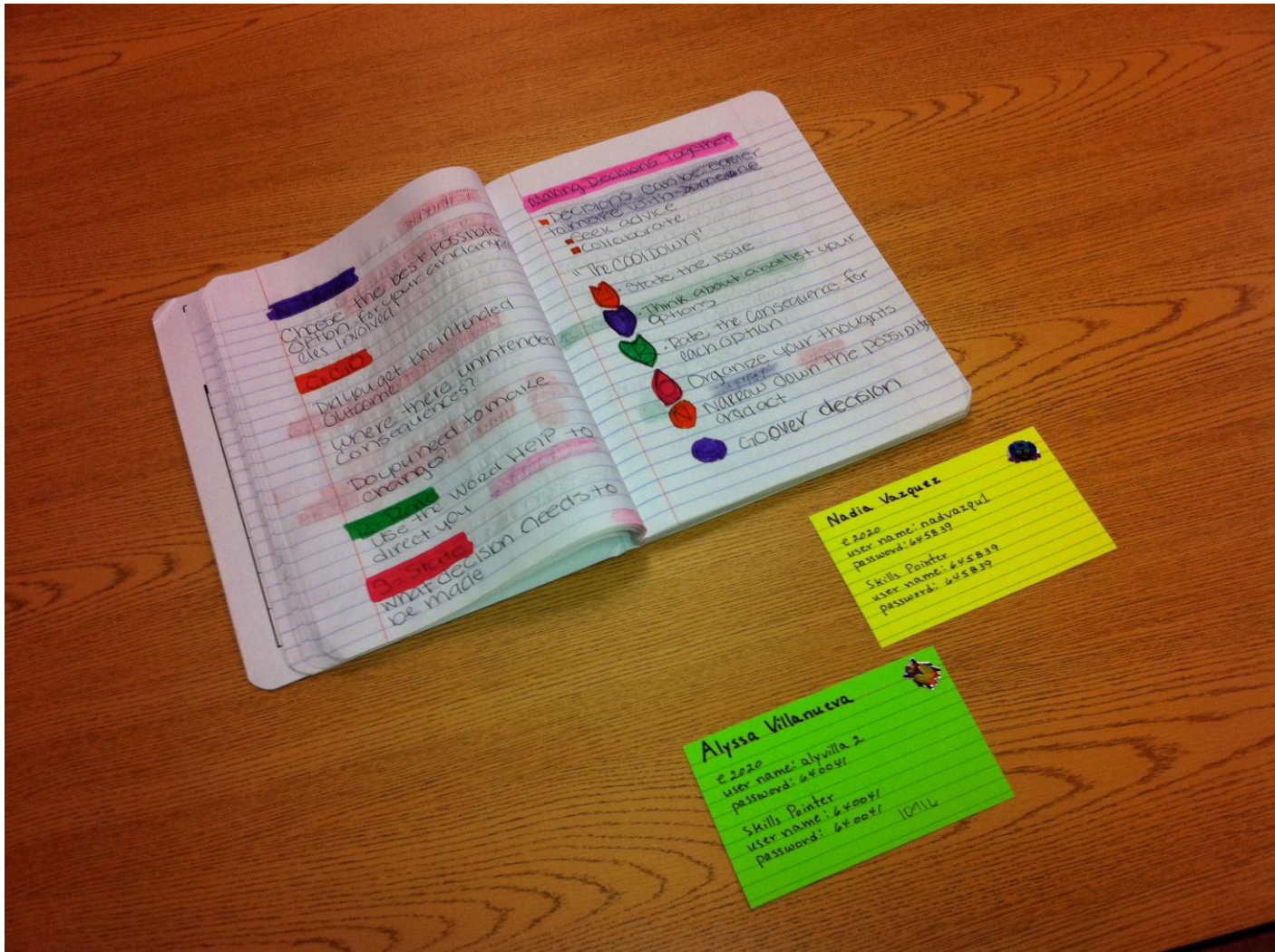


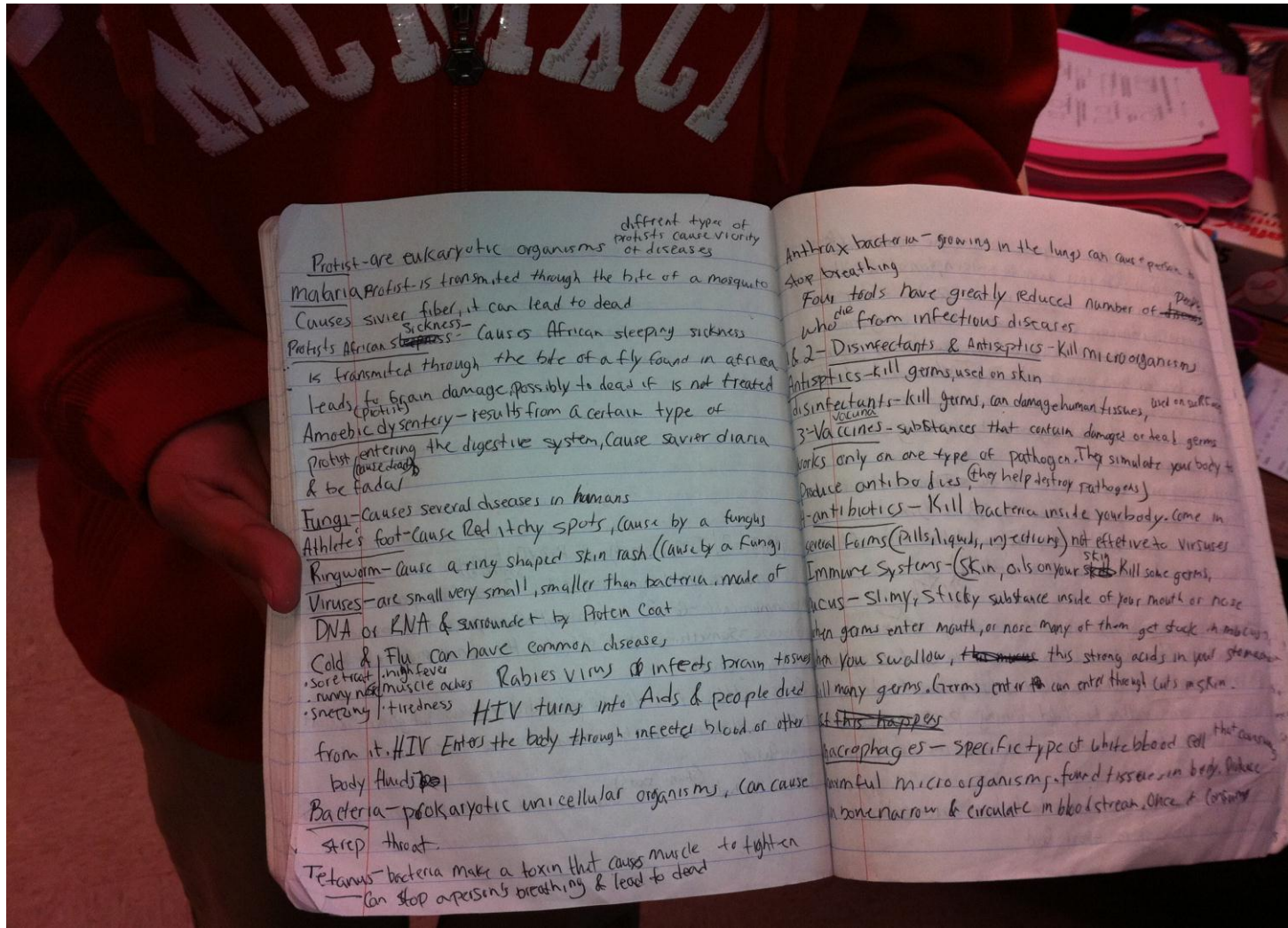


School within a School --- Relationship



"Coverage 8th Graders"





Protist-are eukaryotic organisms ^{different types of protists cause variety of diseases}

Malaria Protist-is transmitted through the bite of a mosquito

Causes ^{sicker} ~~sicker~~ fever, it can lead to death

Protists African ^{sickness} ~~sickness~~ - Causes African sleeping sickness

is transmitted through the bite of a fly found in Africa

Leads to brain damage, possibly to death if it is not treated

Amoebic dysentery - results from a certain type of

Protist ^(caused by) entering the digestive system, cause ^{severe} ~~severe~~ diarrhea & be fatal

Fungi - Causes several diseases in humans

Athlete's foot - Cause Red itchy spots, Cause by a fungus

Ringworm - Cause a ring shaped skin rash (Cause by a Fungi)

Viruses - are small very small, smaller than bacteria, made of DNA or RNA & surrounded by Protein Coat

Cold & Flu - Can have common disease

^{sore throat, high fever, runny nose, muscle aches, sneezing, tiredness} Rabies virus - infects brain + ^{toxin} ~~toxin~~

HIV turns into Aids & people die from it. HIV Enters the body through infected blood or other body fluids

Bacteria - prokaryotic unicellular organisms, can cause strep throat.

Tetanus - bacteria make a toxin that causes muscle to tighten - can stop a person's breathing & lead to death

Anthrax bacteria - growing in the lungs can cause person to stop breathing

Four tools have greatly reduced number of ^{people} ~~people~~ who die from infectious diseases

1- Disinfectants & Antiseptics - Kill microorganisms

Antiseptics - kill germs, used on skin

Disinfectants - kill germs, can damage human tissues, used on surfaces

2- Vaccines - substances that contain damaged or dead germs

works only on one type of pathogen. They stimulate your body to produce antibodies (they help destroy pathogens)

Antibiotics - Kill bacteria inside your body. come in

several forms (pills, liquids, injections) not effective to viruses

Immune Systems - (skin, oils on your ^{skin} ~~skin~~) Kill some germs,

Mucus - Slimy, sticky substance inside of your mouth or nose

when germs enter mouth, or nose many of them get stuck in mucus

when you swallow, ~~the mucus~~ this strong acids in your stomach

kill many germs. Germs enter ~~the~~ can enter through cuts in skin.

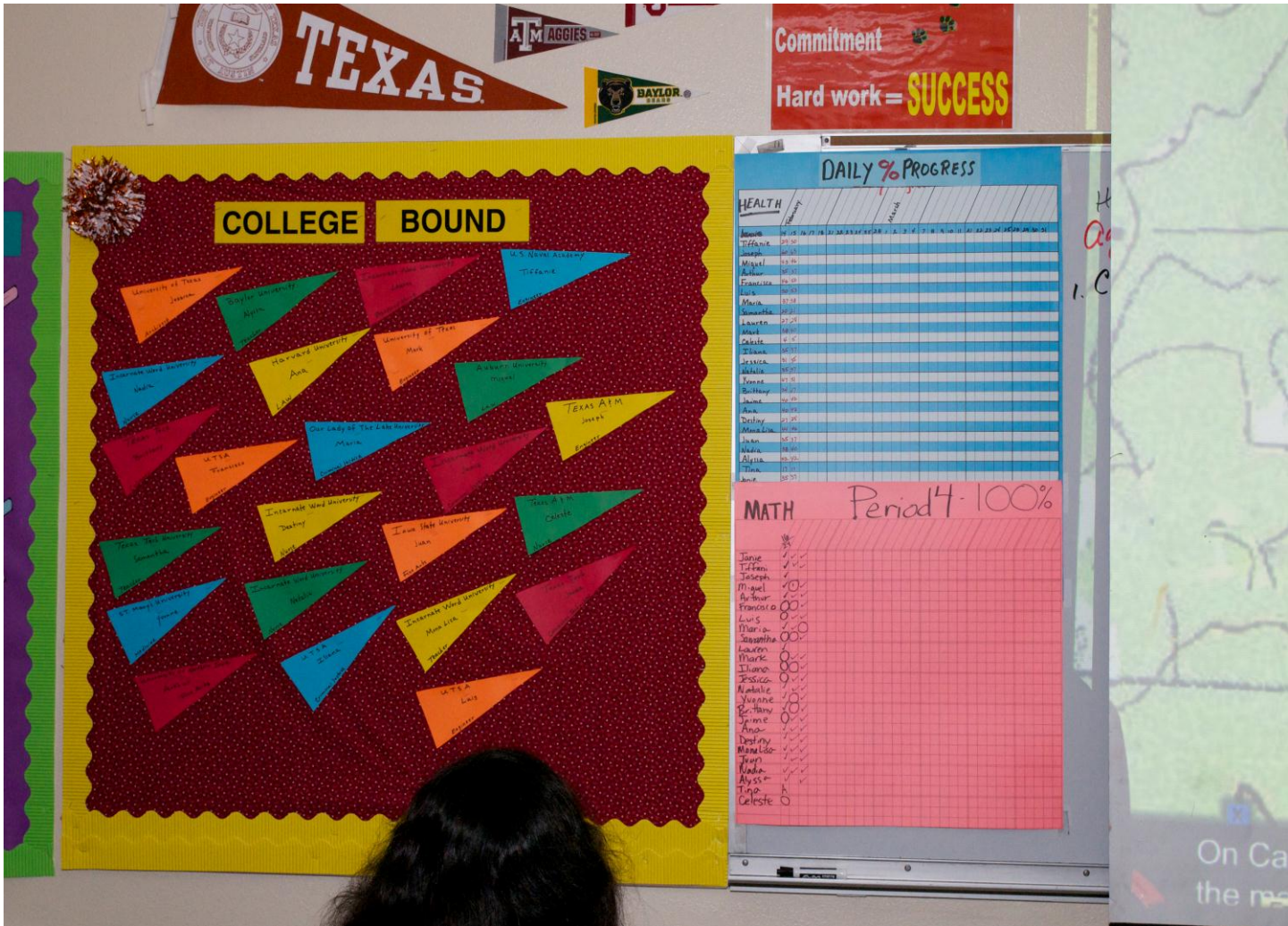
Staphylococcus - if this happens

Macrophages - specific type of white blood cell that consumes

harmful microorganisms, found tissues in body. Produce

bone marrow & circulate in blood stream. Once it (consumes)





[illegible]





Middle School Partners Scorecard
(Reach, AIM & Soar)
2010-2011

Accountability

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MS Partners Program Scorecard Criteria							
		Level 1 Poor	Level 2 Below Average	Level 3 Average	Level 4 Good	Level 5 Excellent	Examples of Supporting Evidence
Partners Campus Support	Admin. Support	<ul style="list-style-type: none"> Administration does not support or hinders Partners implementation 	<ul style="list-style-type: none"> Administration does not support Partners implementation 	<ul style="list-style-type: none"> Administration neither supports nor hinders Partners implementation 	<ul style="list-style-type: none"> Administration supports Partners implementation 	<ul style="list-style-type: none"> Administration strongly supports Partners implementation 	<ul style="list-style-type: none"> PD Attendance Campus Visits Daily/Weekly Classroom Walkthroughs Personal Student /Parent Contact – phone, email, in person Administrative Support Survey
	Appropriate Class Space	<ul style="list-style-type: none"> Partner space not adequate for equipment and student support 	<ul style="list-style-type: none"> Partners space limited by location or room size to support 25 students and equipment 	<ul style="list-style-type: none"> Partner space just adequate to support 25 and computers 25 students 	<ul style="list-style-type: none"> Partner space adequately supports 25 computers and 25 students plus space for offline work 	<ul style="list-style-type: none"> Partner space is more than adequate and space is available to expanded if needed 	
	Coordinate CIC/Counselor	<ul style="list-style-type: none"> CIC staff does not meet with Counselor 	<ul style="list-style-type: none"> CIC staff meets with Counselor once per semester 	<ul style="list-style-type: none"> CIC staff meets with Counselor twice per semester 	<ul style="list-style-type: none"> CIC staff meets with Counselor three times per semester 	<ul style="list-style-type: none"> CIC staff meets with Counselor monthly 	
Partners Professional Development	Attend Aug PD/ 9 Week PD	<ul style="list-style-type: none"> Did not attend initial PD Orientation Did not attend 9 week PD sessions 	<ul style="list-style-type: none"> Attended initial PD session but, no participation Attended 9 week PD sessions but no participation 	<ul style="list-style-type: none"> Attended initial PD session and participated Attended 9 week PD sessions and participated 	<ul style="list-style-type: none"> Attended Initial PD session and shared examples Attended 9 week PD sessions and shared examples 	<ul style="list-style-type: none"> Attended initial PD session and took leadership role Attended 9 week PD sessions and took leadership role 	<ul style="list-style-type: none"> PD Attendance and Participation Attend Orientation Sessions Attend Aug PD Attend monthly Partners Mtgs. Attend 9 Week PD Sign-In Sheets
	Attend Monthly Meetings	<ul style="list-style-type: none"> Fails to attend meeting regularly 	<ul style="list-style-type: none"> Attends all but three meetings 	<ul style="list-style-type: none"> Attends all but two meetings, actively participates 	<ul style="list-style-type: none"> Attends all but one meeting, actively participates, shares best practices 	<ul style="list-style-type: none"> Attends all monthly meetings and actively participates, shares best practices 	

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MS Partners Program Scorecard Criteria							
		Level 1 Poor	Level 2 Below Average	Level 3 Average	Level 4 Good	Level 5 Excellent	Examples of Supporting Evidence
Partners Classroom Operations & Effectiveness	Optimize Cohort (25)	<ul style="list-style-type: none"> Fewer than 50% students being served for available space (10-14) Students 	<ul style="list-style-type: none"> 50-75% of students being served for available space (15-19) Students 	<ul style="list-style-type: none"> 75-85% of students being served for available space (20-22) Students 	<ul style="list-style-type: none"> 85-95% of students being served for available space (23-24) Students 	<ul style="list-style-type: none"> 95-100% of students being served for available space (25) Students 	<ul style="list-style-type: none"> Pre Assessment Students Post Assessment Students Skills Pointer assessment (Math/Sci) Student Recruitment Records & Documentation Classroom walkthroughs Personal Contact – phone, email, in person & contact logs Credits earned by students Classroom Climate & Environment Posted student work Lexile levels all students Students on pace w/ HS courses HS Course work monitored weekly
	Maintaining Computers	<ul style="list-style-type: none"> Fewer than 50% of computers operating 	<ul style="list-style-type: none"> 50 - 75% of computers operating 	<ul style="list-style-type: none"> 75 – 85% of computers operating 	<ul style="list-style-type: none"> 85-95% of computers operating 	<ul style="list-style-type: none"> 95 – 100% of computers operating 	
	Maintaining Records	<ul style="list-style-type: none"> Poor to no student records kept No activity reports submitted 	<ul style="list-style-type: none"> Records student progress every 9 weeks Activity Reports submitted late 	<ul style="list-style-type: none"> Records student progress monthly Activity reports submitted on time missing data 	<ul style="list-style-type: none"> Records student progress weekly Activity reports submitted on time 	<ul style="list-style-type: none"> Records student progress daily Activity reports submitted before deadline 	
	Students Engagement	<ul style="list-style-type: none"> Fewer than 50% of students engaged 	<ul style="list-style-type: none"> 75-80% of students are engaged 	<ul style="list-style-type: none"> 80-85% of students are engaged 	<ul style="list-style-type: none"> 85-95% of students are engaged 	<ul style="list-style-type: none"> 95 -100% of students are engaged 	
	Program Promotion	<ul style="list-style-type: none"> No student recruitment or promotion of program (students placed in program) 	<ul style="list-style-type: none"> Recruits new students in August and May 	<ul style="list-style-type: none"> Recruits new students every semester 	<ul style="list-style-type: none"> Recruits new students every nine weeks 	<ul style="list-style-type: none"> Recruits new students monthly 	
	Student Attendance	<ul style="list-style-type: none"> 50-79% of student attendance rate 	<ul style="list-style-type: none"> 80-84% of student attendance rate 	<ul style="list-style-type: none"> 85-89% of student attendance rate 	<ul style="list-style-type: none"> 90-97% of student attendance rate 	<ul style="list-style-type: none"> 98-100% of student attendance rate 	
	Parent Contacts	<ul style="list-style-type: none"> Never talks to parents 	<ul style="list-style-type: none"> Rarely talk to parents 	<ul style="list-style-type: none"> Talk to parent every nine weeks 	<ul style="list-style-type: none"> Talks to students parents every month 	<ul style="list-style-type: none"> Keeps in touch with parents on a regular bases 	
	Data Report Submission	<ul style="list-style-type: none"> Never turns in data report 	<ul style="list-style-type: none"> Turns it in sporadically but its always late 	<ul style="list-style-type: none"> Turns in but its late most of the time 	<ul style="list-style-type: none"> Turns in data report but sometimes its late 	<ul style="list-style-type: none"> Always turns in the data report on/or ahead of time 	



MS Partners Program Scorecard Criteria

		Level 1 Poor	Level 2 Below Average	Level 3 Average	Level 4 Good	Level 5 Excellent	Examples of Supporting Evidence
Partners Classroom Operations & Effectiveness	Passing rates MS Core Courses	<ul style="list-style-type: none"> Fewer than 50% of students passing rates in Middle School core courses 	<ul style="list-style-type: none"> 50-79% passing rates in Middle School core courses 	<ul style="list-style-type: none"> 80-89% passing rates in Middle School core courses 	<ul style="list-style-type: none"> 90-95% passing rates in Middle School core courses 	<ul style="list-style-type: none"> 95-100% passing rates in Middle School core courses 	<ul style="list-style-type: none"> Pre Assessment Students Post Assessment Students Skills Pointer assessment (Math/Science) Student Recruitment Records & Documentation Classroom walkthroughs Personal Contact – phone, email, in person & contact logs Credits earned by students Classroom Climate & Environment Posted student work Lexile levels all students Students on pace w/ HS courses HS Course work monitored weekly
	Passing rates HS Courses	<ul style="list-style-type: none"> Fewer than 50% passing rates in High School core courses 	<ul style="list-style-type: none"> 50-75% passing rates in High School core courses 	<ul style="list-style-type: none"> 75-85% passing rates in High School core courses 	<ul style="list-style-type: none"> 85-95% passing rates in High School core courses 	<ul style="list-style-type: none"> 95-100% passing rates in High School core courses 	
	Credit Attainment Progression	<ul style="list-style-type: none"> Students not doing work and not focused on completing there credits 	<ul style="list-style-type: none"> Students work on their assignments sporadically but isn't consistent 	<ul style="list-style-type: none"> Students work on their assignments and gets them done 	<ul style="list-style-type: none"> Students work diligently at completing the assignment in a timely manner 	<ul style="list-style-type: none"> Students work very hard and diligently at completing the assignment on time without wasting time 	
	Classroom Atmosphere	<ul style="list-style-type: none"> Dirty, plain, unorganized, and there is not very much space for students 	<ul style="list-style-type: none"> Clean, plain, and there is not very much space for students 	<ul style="list-style-type: none"> Clean with some posters and adequate space for students 	<ul style="list-style-type: none"> Clean, Colorful, has motivational posters, and plenty of space for student 	<ul style="list-style-type: none"> Clean, Colorful, has motivational posters, student work posted, attained credits posted and plenty of space for student 	
	Layout of Room	<ul style="list-style-type: none"> Unorganized, equipment inaccessible to students, and students don't have room to work comfortably 	<ul style="list-style-type: none"> Unorganized, equipment inaccessible to students, and students have very limited room to work comfortably 	<ul style="list-style-type: none"> Functional layout, students have adequate amount of space to work 	<ul style="list-style-type: none"> Organized, equipment is accessible to students, and students have enough room to work comfortably 	<ul style="list-style-type: none"> Very Organized and neat, equipment is easily accessible to students, and students have plenty of room to work comfortably 	
	Teacher-Student Relationship	<ul style="list-style-type: none"> Students are uneasy, aren't comfortable with the teacher. They don't approach the teacher easily and teacher doesn't help ease the relationship Teacher doesn't help students Teacher not in zone Students not engagement, disruptive environment 	<ul style="list-style-type: none"> Students and teacher don't work together Students don't approach teacher often Students on track Teacher not in zone Students not engaged 	<ul style="list-style-type: none"> Both parties can work together Students can approach the teacher. Teacher does help Teacher not in zone often 	<ul style="list-style-type: none"> Students are comfortable with the teacher. Students can approach the teacher easily. Teacher helps when he/she can Teacher in the zone Students are engaged in learning 	<ul style="list-style-type: none"> Students are very comfortable and can approach the teacher very easily. They confide in the teacher. Teacher enjoys the students Teacher helps the students and they coexist harmoniously Teacher in zone Students engaged 	

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Middle School Partners Program Scorecard																					
Campus	Campus Support		Professional Development	Classroom Operations & Effectiveness															Overall Rating	Recommendations For Improvement	
	Admin. Support Classroom Visits	Appropriate Classroom Space		Coordinate with C/C / Counselors	Attend Initial PD and Attend Follow-up PD	Attend Month-y Meetings	Optimize lab Student Participation	Maintain Computer Equipment	Maintain Student Records	Student Engagement	Promote Program on Campus	Student Attendance	Parent Contacts	Data Report Submission	Passing Rates MS Core Courses	Passing Rates HS Courses	Credit Attainment Progress	Classroom Atmosphere			Lay-out of Room
Connell MS																					
Davis MS																					
Harris MS																					
Irving MS																					
Longfellow MS																					
Lowell MS																					
Page MS																					
Poe MS																					
Rhodes MS																					
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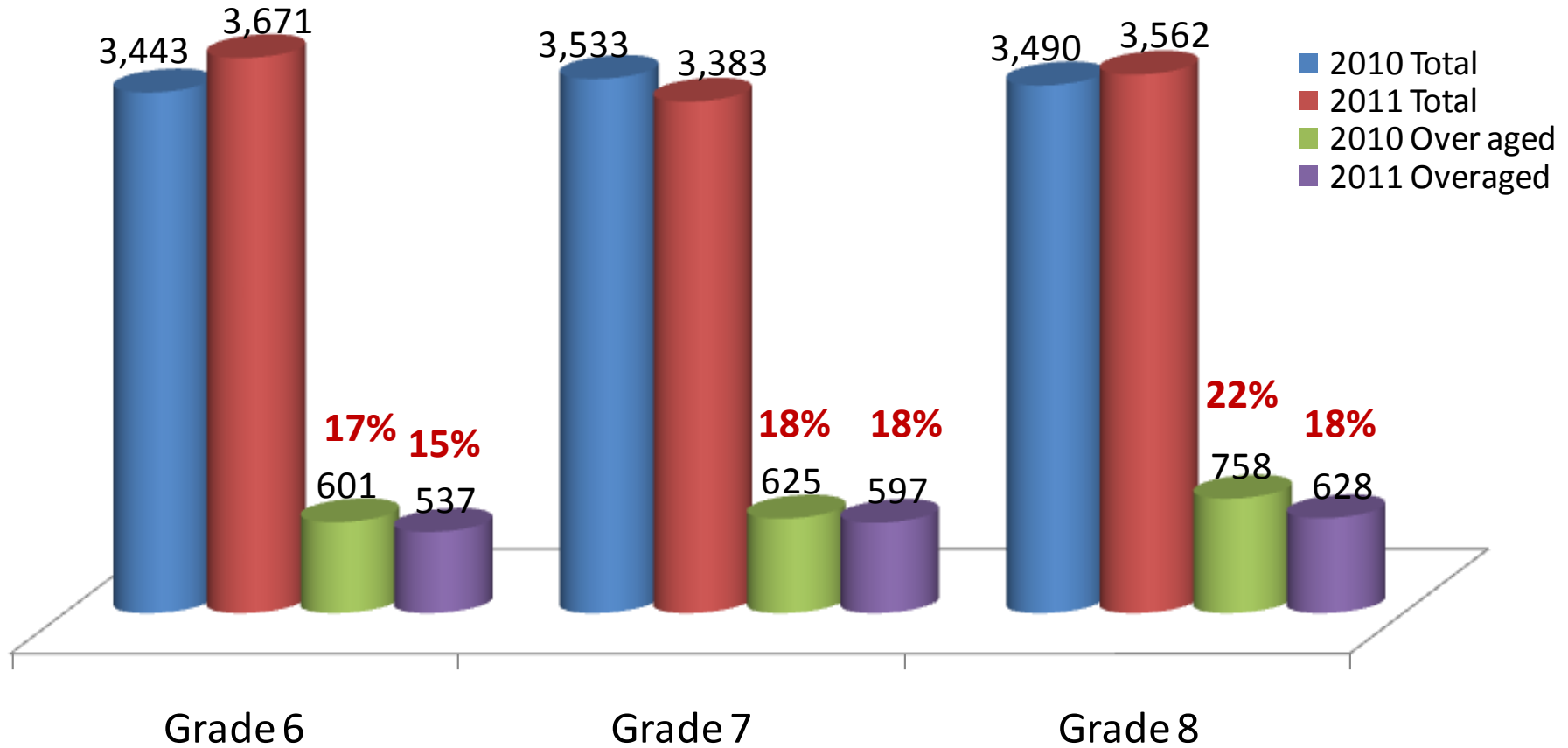
Middle School Partners Program Scorecard			
Campus:		Accomplishments / Recommendations/ Actions	Overall Rating
Campus Support	Admin. Support Classroom Visits		
	Appropriate Classroom Space		
	Coordinate with CIC / Counselors		
Prof. Dev.	Attend Initial PD and Attend Follow-up PD		
	Attend Monthly Meetings		
Classroom Operations & Effectiveness	Optimize Iab Student Participation		
	Maintain Computer Equipment		
	Maintain Student Records		
	Student Engagement		
	Promote Program on Campus		
	Student Attendance		
	Parent Contacts		
	Data Report Submission		
	Passing Rates MS Core Courses		
	Passing Rates HS Courses		
	Credit Attainment Progress		
	Classroom Atmosphere		
	Lay-out of Room		
	Teacher Student Relationship		

Total Rating: _____



Collaborative- PLC

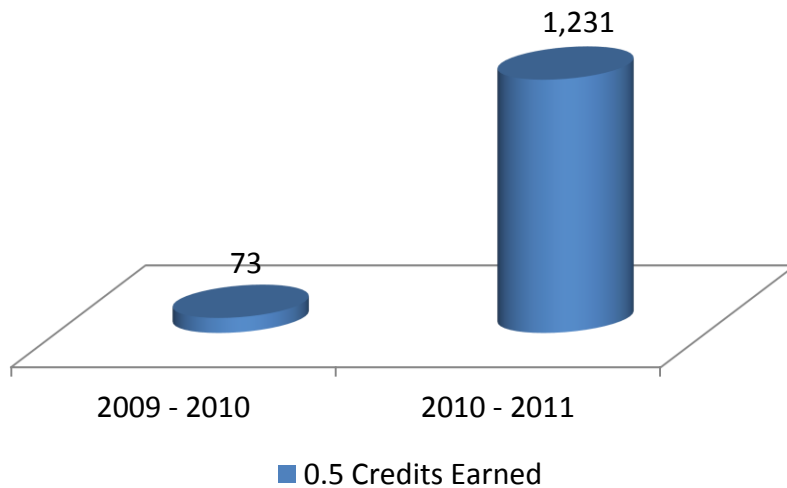
Middle School Enrollment (2009 – 2010)



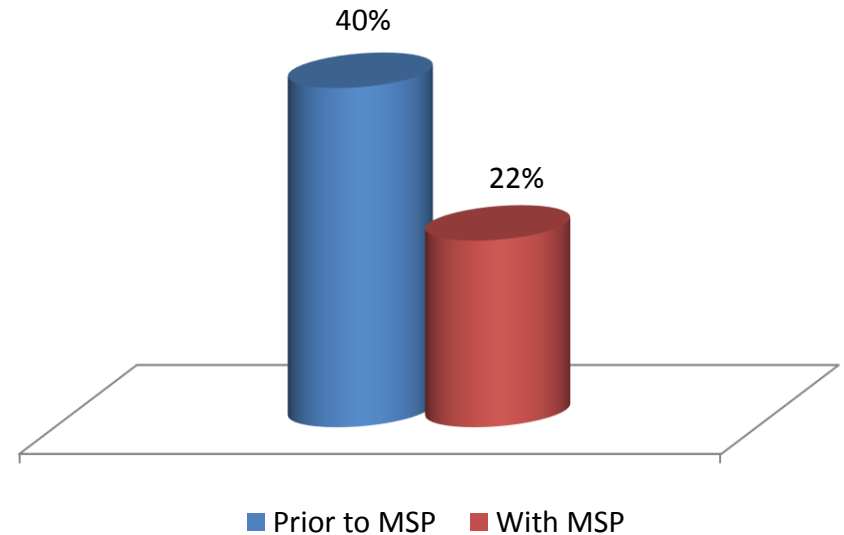
Initiative Results to Date



High School Credits Earned
Students in Cohort



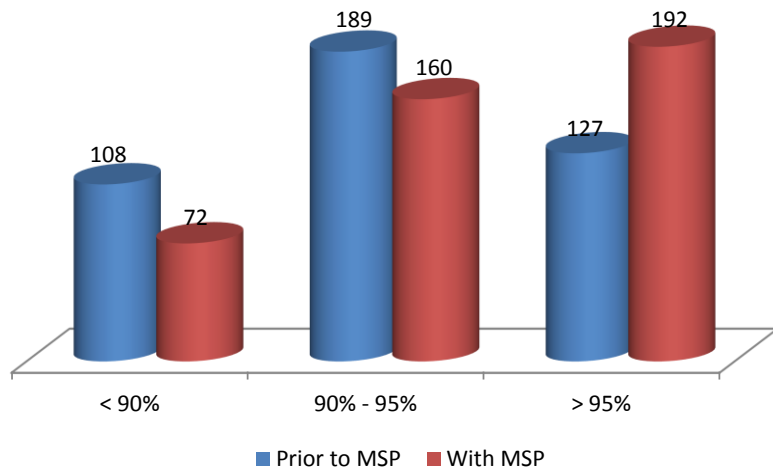
Discipline Referrals
Students in Cohort



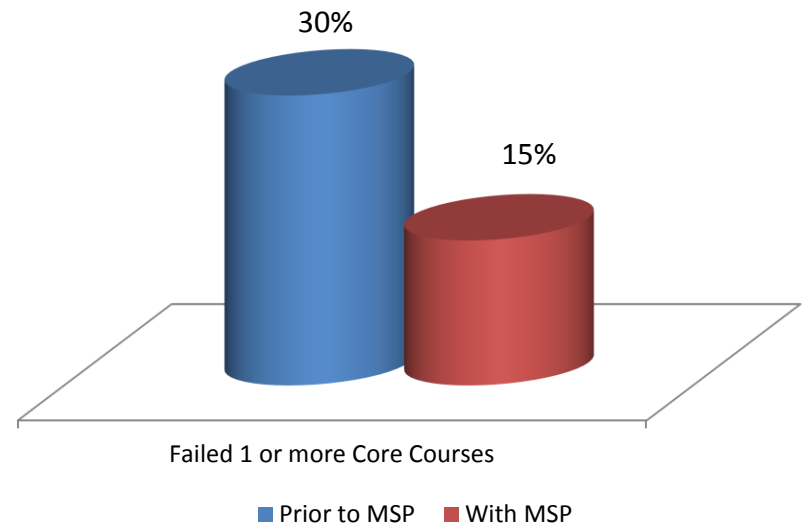
Initiative Results to Date



Attendance (2010 – 2011)
Students in Cohort



Grades (2010 – 2011)
Students in Cohort



Initiative Results to Date



- Students Averaged 2.0 High School Credits
- 99% of Students Passed all Core Subjects
- Students Referrals Decreased by 18%
- Student Attendance Improved by 66%
- All Students Entered High School
- All Students have Graduation as Goal

Next Steps



- Continue MSP for Overage Students
- Focus on High School Transition
- Student Monitoring and Mentoring
- Improve “Next Practices?”
- Seek Additional Funding Sources



----- Questions? -----



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